BASIC EDUCATION 6A CLASSBOOK

رؤية عُمان 2040 OmanVision

نتقدم بثقة
Moving Forward with Confidence

English for Me











2021

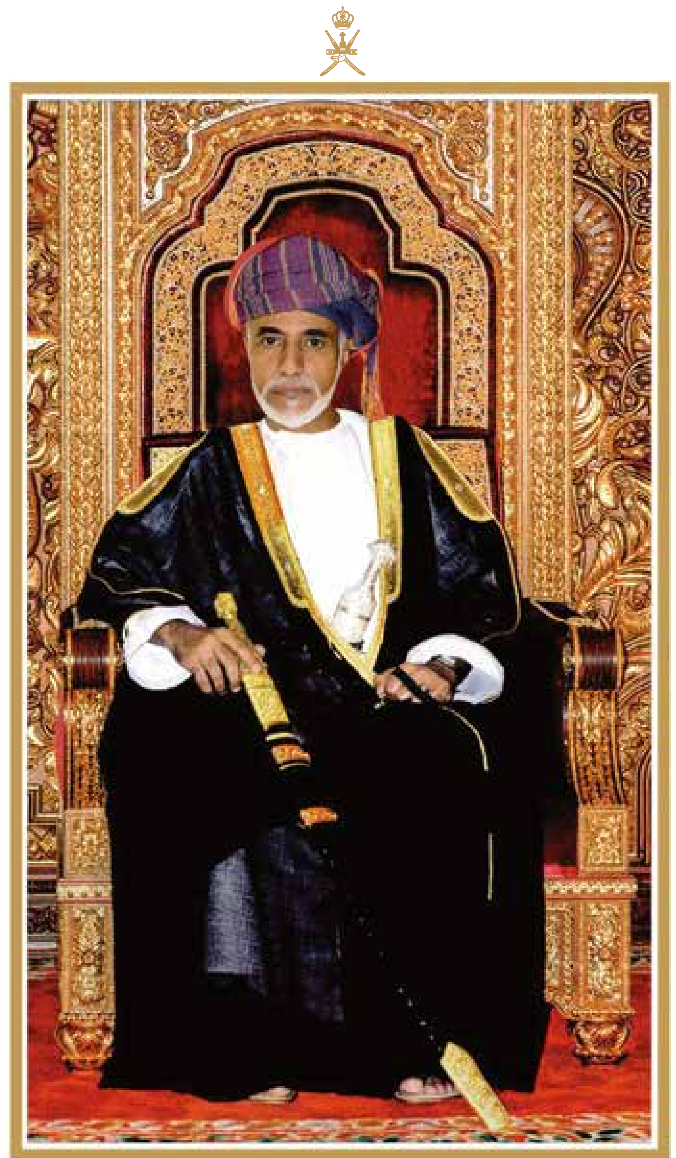
MINISTRY OF EDUCATION, SULTANATE OF OMAN

عمان التعليمية www.oman-edu.com





His Majesty
Sultan Haitham Bin Tarik



The Late Sultan,
Qaboos Bin Said

موقع مدونة سلطنة عمان التعليمية www.oman-edu.com



Contents



Membership Card



Name: ____________________

Age: __________

Country: ____________________

Likes: ____________________

____

Dislikes: ____________________

____

UNIT 1

Creative crafts

1 Read, think and label.

Read this e-mail from Ahmed. Use the information in the e-mail to label the pictures.

To: all IKC members
From: ahmed@ikc.com
Subject: My school project
Attachments: Crafts.jpg

Hi!

I hope you all had good holidays. I did! I visited my friend Ben in America. It was great. When I came back from America, my friend David visited me in Oman. We had a real adventure. I'll write and tell you all about it later.

I started school again last week. This semester I'm doing a project about the arts and crafts of different countries. It's really interesting.

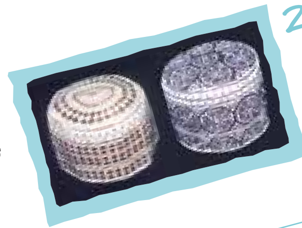
I wanted to ask you if you have any traditional arts or crafts in your country. If you do, could you please send me some pictures and some information about them? We have lots of traditional crafts in Oman. I've scanned some pictures for you. Click on 'Download attachment' to see them. You should see pictures of these traditional Omani crafts: a khanjar, a necklace, a bowl, 2 pots, 3 rugs and 2 caps. I hope you like them.

I hope to hear from you soon. Thanks.

Ahmed

1

khanjar

2


3


4


5


6


2 Listen and check.



Listen to the tape and check your answers.

3 Ask and answer.

What is it?
It's a khanjar.

What are they?
They're pots.

1 Listen, find and complete.

Ahmed has received a lot of replies to his e-mail. Unfortunately, he has mixed up the e-mails and the pictures. He is trying to find out where the objects are from so that he can match them to the e-mails. Listen to his friends trying to help him match the pictures to the e-mails.



Matroyshka dolls



an origami bird



Palestinian bowls



an Iranian rug



Native American sand paintings

~~Palestine~~
Russia
the USA
Japan
Iran

Where are they from?

1. The bowls are from Palestine.
2. The origami bird is from ______________
3. The rug is from ______________
4. The Matroyshka dolls are from ______________
5. The sand paintings are from ______________

2 Ask and answer.

What is it?
It's an origami bird.
Where's it from?
It's from Japan.

What are they?
They're Matroyshka dolls.
Where are they from?
They're from Russia.

1 Read and label.

People all over the world make beautiful things with their hands. Read these e-mail attachments from IKC members and find out more about arts and crafts from different countries. Match each text to a picture and label each one.

Iranian rugs

Iran is famous for its beautiful rugs. The women who make these rugs tie thousands of knots in long pieces of wool. They use wool of different colours to make patterns in the rugs. Many of the rugs have patterns with flowers, trees and animals in them. They also make rugs with patterns of squares, triangles, rectangles and circles. They use lots of different colours in their rugs – red, blue, orange, brown and green.



1



2

Sand paintings

The Navajo Native American tribe of North America is famous for its sand paintings. These paintings used to be drawn in the sand on the floor as decoration for important ceremonies. Today Navajo artists make sand paintings on hard boards. They draw a picture on the board and then stick different coloured sands on it with glue to show the different parts of the picture. The sand paintings show important characters and events from the Navajo people's history.

The Navajo Indians live in what is called 'The Painted Desert' in Arizona, North America. This desert contains many different types of rocks that have produced lots of different coloured sands. The sands are very fine and are coloured using plant and vegetable dyes.

Palestinian pottery

Traditional Palestinian pottery was very simple and made of baked clay. Today, Palestinian pottery is very different. It is still made of clay and baked in an oven, but now when it's hard it is painted.

Palestinian potters use lots of different colours, shapes and patterns in their designs. They use strong colours such as blue, pink, green and yellow, usually on a white background. Palestinian pottery usually has strong flowery and zig zag patterns on it. It's easy to recognise Palestinian pottery because of its very strong colours and patterns.



3

Origami

Origami is the Japanese art of folding paper. 'Ori' is the Japanese word for folding and 'kami' is the Japanese word for paper. That is how origami got its name. However, origami did not start in Japan. It began in China between the years 100 and 200 and then spread to Japan in about 600.

One of the most popular models to make in origami is a bird called the crane. The crane is thought of as a special bird in Japan. It was a Japanese custom that if a person folded 1000 cranes, they would be granted one wish. The first book ever written to give instructions how to make origami models was in 1797. It was called 'How to Fold 1000 Cranes'. This book contained the first written set of origami instructions which told how to fold a crane.

Today there are many books giving instructions for making lots of different origami models.



4



5

Matroyshka dolls

Russian Matroyshka dolls are usually carved from one piece of wood. They fit one inside the other. They are made in the shape of a woman. Matroyshka comes from the Russian word meaning 'mother'. Mothers are very important in Russia.

Matroyshka dolls were used to store things in, but now they are made as toys for children. All Matroyshka dolls have the same type of face, but different parts of Russia decorate the clothes of the dolls in a different style. The most popular colour for the body is bright red.



Now listen and check your work.

2 Read and complete.

Read the texts again and complete this chart.

Object	Country	Made of
Matroyshka dolls		
	Iran	
		clay
	the USA	
origami		

Make lists of all the things you know made with these materials:

wood
paper
clay
wool
plastic
cotton

1 Listen and answer.

Listen to Maha reading an e-mail from one of her IKC friends. Listen carefully and answer these questions.

1. Who is the e–mail from? ______________
2. What does she want Maha to send her? Tick the one you hear.
   - a. information about Omani boats
   - b. some Omani perfume
   - c. information about Omani crafts

Now listen again.

3. Why does her friend need the information?

2 Read and answer.

Read Maha's reply to Maria and answer these questions.

1. What has Maha attached with her e–mail?

____

2. What does Maha love?

____

To: maria@ikc.com
From: maha@ikc.com
Subject: School project
Attachments: jewellery.doc
jewellery.jpg



Hi Maria!

Thanks for your e-mail. I had a great holiday this summer, did you?

You asked if I could send you some information about Omani crafts for your project. I have sent you an attachment with some information about Omani silver jewellery and some photographs. I love Omani jewellery, I hope you like it too!

I hope this helps you. Ahmed is doing a project about art and craft too. Maybe you should e-mail him as well.

Bye for now.

Maha

jewellery.doc

Omani jewellery

Omani jewellery is usually made of silver. It is made in most parts of Oman. Many Omani women wear a silver necklace called a hirz, with a box shaped like a rectangle hanging from it. Sometimes women put verses from the Qur'an in the box. Women also wear silver bracelets on their arms, rings on their fingers, anklets on their ankles and earrings. Today, jewellery in Oman is also made of gold as well as silver.

1 Listen and complete.

Ahmed has dropped his drink on his e-mail. Listen to the tape and help him complete the text.

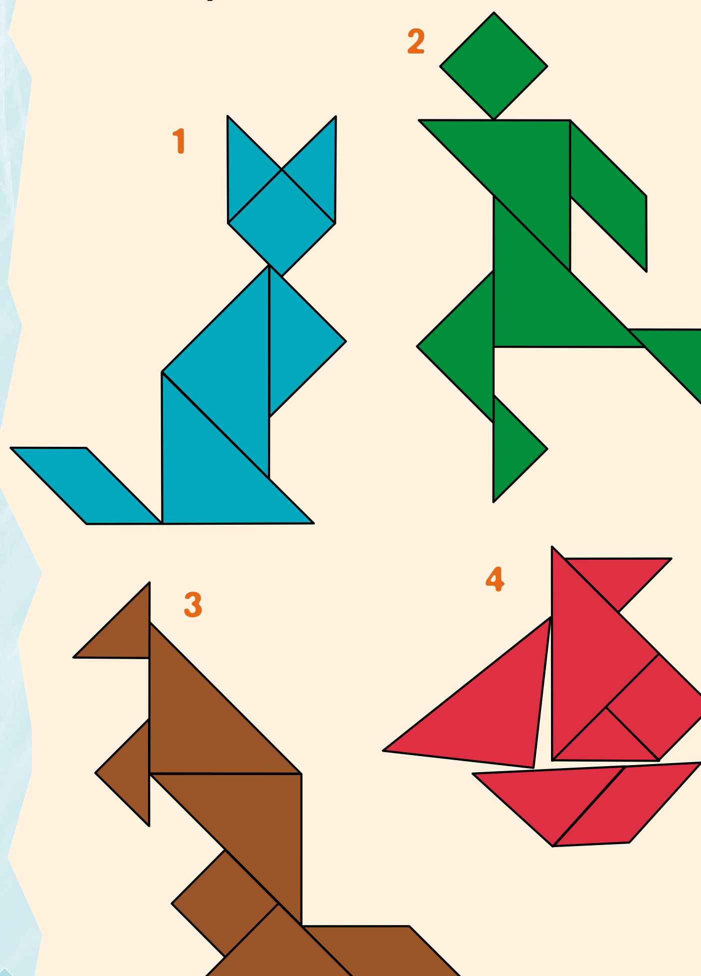
tangrams.doc

Tangrams

A tangram is an ancient Chinese paper puzzle. It is sometimes called 'seven pieces of cleverness'. A tangram has ______ pieces: ______ triangles, ______ square and ______ parallelogram. (A parallelogram is a shape which has ______ sides which are parallel to each other.) The idea of the puzzle is to arrange the pieces of the square to make pictures.

2 Listen and think.

Look at these tangram pictures. Can you guess what they are? Listen to the tape and check your ideas.



3 Read and label.

Read the information Maha sent to Maria about Omani jewellery. Underline all the jewellery words in the text and then label these pictures of Omani jewellery.

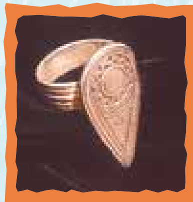


1 ______________________





2 ______________________



3 ______________________



4 ______________________

5 ______________________

What words in the text helped you match the words to the pictures?

4 Do a project.



Choose an Omani craft to research. Find as much information as you can and then write a reply to Maria to help her with her project about crafts in Oman.

Where can you find information?

Where can you find pictures?

Keep any notes or pictures in your portfolio until you are ready to write your reply.

1 Read, think and match.

Do you remember The Writing Route? It helps you understand how to plan and write. Look at the steps in the writing route. Draw a line to match each one to a description of what happens in each step.

The Writing Route

Step	Description	Letter
1. Plan	Ask your teacher to do a final edit and check there are no mistakes.	a
2. Draft	Organise your ideas.	b
3. Revise	Make changes to your first draft – take things out, add new words, change the order.	c
4. Re-draft	Write your first draft.	d
5. Re-read	Make sure there are no mistakes, check your spelling, use of capital letters, full stops, etc.	e
6. Check	Talk to a friend about how you can improve your writing – organisation, ideas, etc. Now revise your writing.	f
7. Edit	Write your work out again in your best handwriting.	g
8. Publish	Read your writing again.	h

1 Make a new portfolio.



You will need:





1. Draw a picture or pictures on the cover to make it a fun portfolio. Use some of the ideas you have learned about in this unit to create your design.

2. Divide your portfolio into sections. You may want a diary section, a word store section and sections for different topics. Using coloured card to divide the sections up is a good idea.

3. Put your name on the front of your portfolio. Have your portfolio in every lesson.

4. Every time you put something new in your portfolio, write it on the Contents page.

a



b



c



d

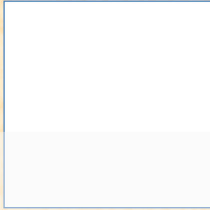


1	2	3	4

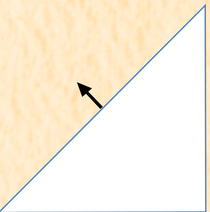
Now make your portfolio and enjoy using it.

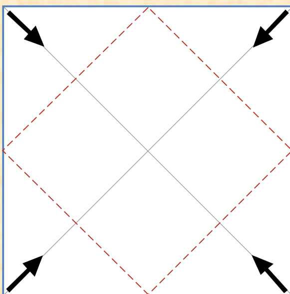
1 Read and make.

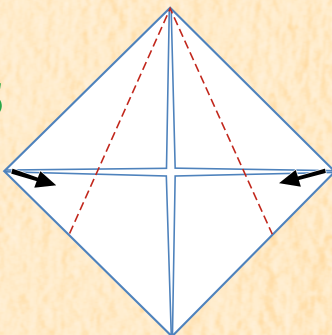
Look at the instructions Toshi has sent his friend Ahmed to show him how to make an origami frog. Follow the instructions and make your own frog. Use cut-out page 83 from the back of the Skills Book to make your frog.

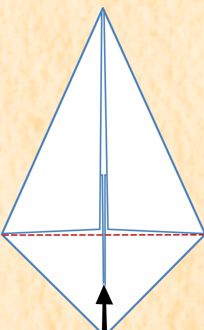
1


2

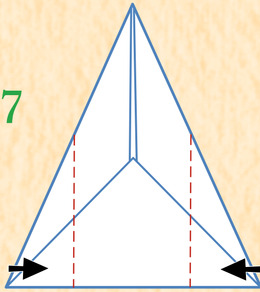

3


4


5


6


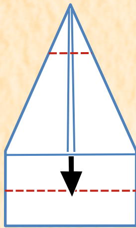
1. First, take a square piece of paper.
2. Fold the square in half and make a triangle.
3. Open the triangle. Fold the opposite edges of the square together and make another triangle.
4. Open the triangle into a square again. Now fold each of the four corners to the centre of the square.
5. Fold each of the two top edges to the centre line.
6. Fold the triangle at the bottom upwards.



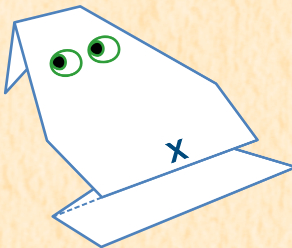
7. Fold each of the bottom two corners into the middle.



8. Fold the bottom part up.



9. Fold the top half of this rectangle downwards towards yourself. This makes the frog's legs.



10. Make a head for your frog. Fold a small part of the upper triangle down towards yourself. Draw and colour two circles for its eyes.

To make your frog jump, push gently down on the 'x' and slide your finger off the back.





How far can your frog jump?

UNIT 2

Communication

1 Read and think.

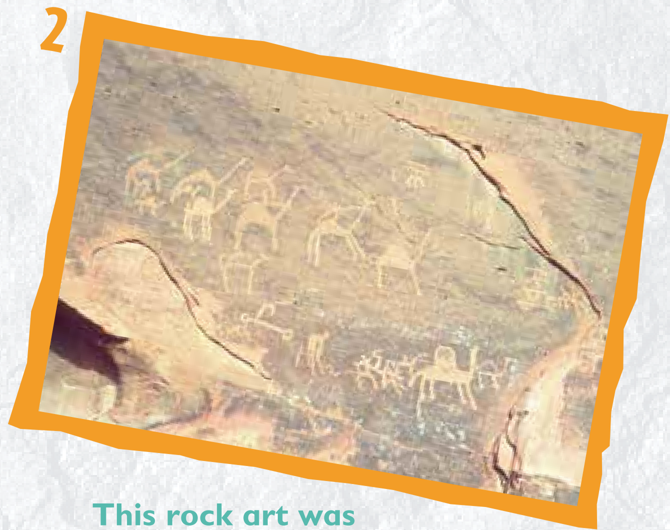
Before people could write, they could draw. Look at these pictures found in Oman and Jordan.

What can you see?

1



2



This rock art was found in the south of Jordan in Wadi Rum.

This rock art was found in the north of Oman in a wadi in Musandam.

Why do you think these pictures were drawn?

2 Read and label.

We still use pictures today to communicate. Sometimes we use simple pictures to show real things.

Look at these pictures. What do they show? Write the word under each picture.







3 Look and talk.

Look at these symbols that we see around us every day. What do the symbols tell us? Discuss your ideas with a friend.

a


b


c


d


e

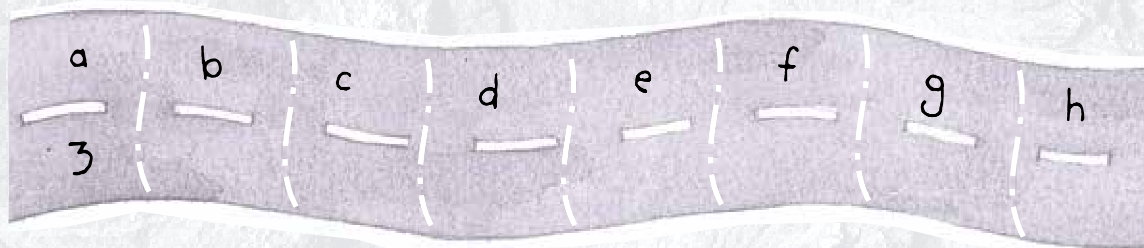

f


g


h


4 Read and match.

Read the messages below and match them to the symbols. Write your answers on the road.



1. Park your car here.
2. Don't throw rubbish here.
3. People can cross the road here.
4. Don't turn left.
5. Turn right.
6. Disabled parking.
7. Look out! Camels crossing the road.
8. No smoking.

1 Look, listen and write.

We use our face, our body and our voice to communicate. Look at the pictures below. They show us how we use our face to help us communicate.

a

g

happy
bored
scared
excited
angry
tired
sad

b

f

d

c

e



Listen to the people talking about how they feel and write the correct word under each picture.

2 Play a game.

Look at cut-out page C on page 71 at the back of this book.
Cut out the picture cards and play a game with your friend.



1 Listen and find.

We also use our bodies to communicate what we want to say. Look at these pictures. What do they show us?

Listen and find the correct picture. Write the number in the box below the picture.

a

b

c

d

e

f

2 Act it out.

Choose an adjective and act out an activity to show how you feel. Here are some ideas.

wake up
take something out of your bag
make a sandwich
clean your room
go to bed



Make a list of all the adjectives you know and sort them into these groups:
size colour number pattern feelings
Put them in your portfolio.

1 Read and match.

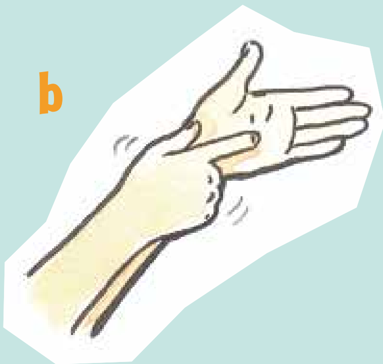
Look at the pictures of different ways of communicating. Do you know any of them? Do you know anyone who uses these ways of communicating?

Now read the texts and match each of them to a picture.

a



b



c



d



1

People send messages by holding two flags in the air in different positions. These represent the letters of the alphabet. This code is called semaphore.



2

People send electronic messages using a special machine by tapping out a code of dots (···) and dashes (– – –) to represent the letters of the alphabet. This is called Morse code.



3

People who can't see very well can read by using their fingers to touch a code of raised dots on the page. These dots represent the letters of the alphabet. This is called Braille.



4

People who can't hear very well can communicate using their hands and fingers to make shapes that represent letters of the alphabet or words and phrases. This is called sign language.



1 Read and answer.

Read about sign language and answer the questions.

People who find it difficult to hear and speak use their hands and fingers to communicate. We call this sign language. With lots of practice, sign language can be communicated very quickly.

In sign language, each letter is represented by different hand and finger positions. It is also possible to show complete words in sign language. Words can be communicated by spelling each individual letter in the word. This is called finger spelling. Some words can be signed without spelling out each letter in the word.

Every country has a different sign language. In Oman, Arabic letters and words are represented using United Arab sign language. In Britain and America, the sign language is in English. In Britain, the language is called BSL - British Sign Language. In America it is called ASL - American Sign Language.

1. What part of the body do people use to communicate sign language?

___

2. What do we call it when we sign each letter in the word?

___

3. What language is used in BSL?

___

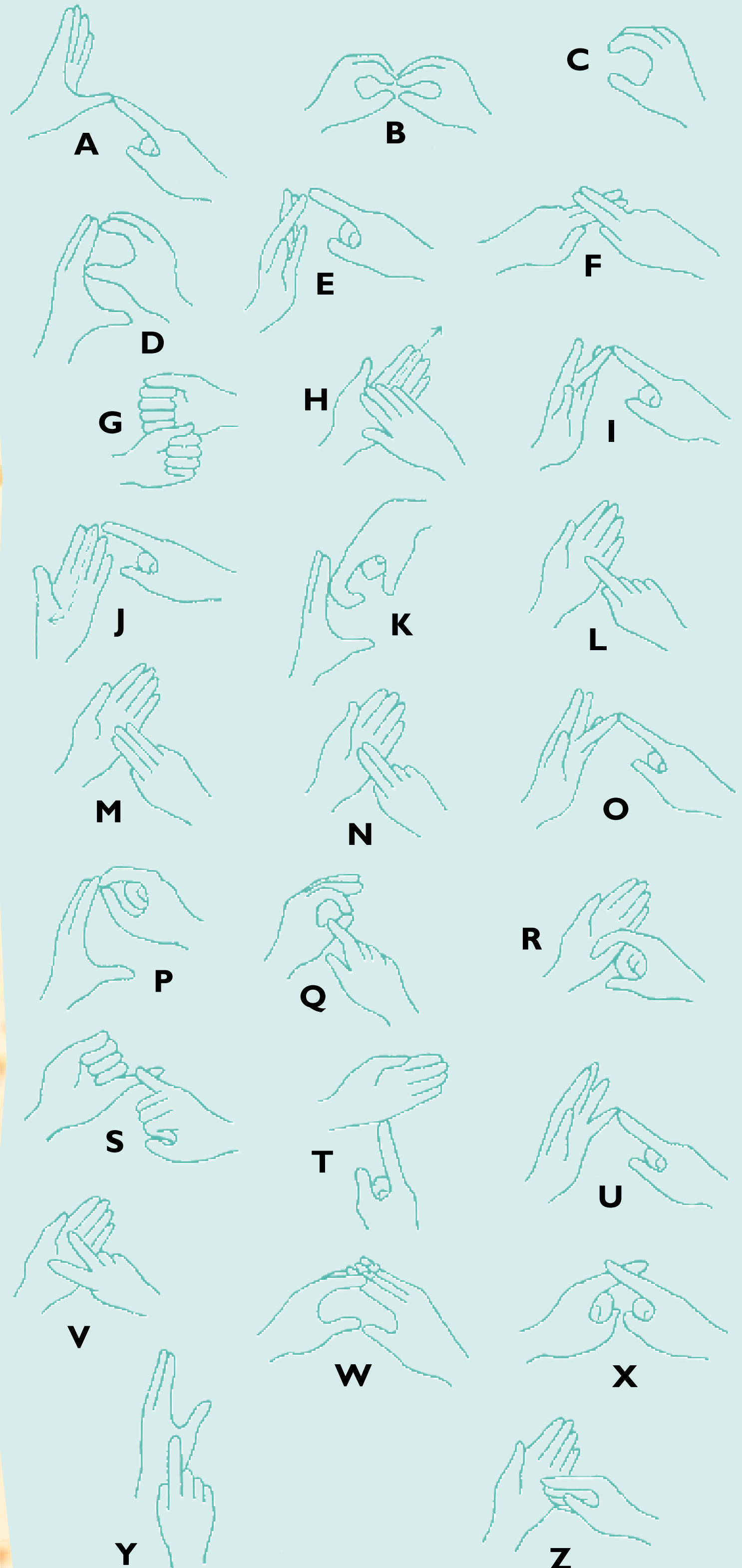
2 Look and do.

Look at the pictures on the right. They show British Sign Language. Practise signing the letters of the alphabet and try these activities with a friend.

1. **Learn how to spell your name.**
2. **Choose one of these words and sign it to a friend. Ask your friend to guess the word.**

boy girl cat

British Sign Language



1 Read.

This is a true story about a girl's life. This kind of story is called a biography. Read the story and find out how the girl learned to communicate with other people.

The Life of Helen Keller



a Helen Keller was born on 27 June 1880 in Tuscumbia, a small town in the USA. She was a normal, healthy baby, but when Helen was only nineteen months old, she became very ill. Helen's mother and father thought she was going to die. Fortunately, she didn't die and her parents thought she was well again. Sadly, soon after her illness, Helen's mother discovered that her daughter couldn't see or hear. She was now deaf and blind.



b By the time Helen was six, her family didn't know what to do with her. Helen and her family visited a doctor who had helped another deaf and blind child. The doctor told Helen's parents that she would never see or hear again. But they were told not to give up hope - the doctor believed Helen could be taught. He suggested that they should visit a local expert on the problems of deaf children. This expert was Alexander Graham Bell, the inventor of the telephone.

c Alexander Graham Bell suggested that Helen's parents should write to the Perkins School for the Blind and ask for a teacher for Helen. Annie Sullivan, who went to the same school when she was a child, became Helen's teacher. In March 1887, Annie arrived in Tuscumbia to live with the Kellers as Helen's teacher. Annie immediately began to use finger spelling in Helen's hand to name objects. Helen quickly learned the finger spelling patterns, but thought it was a game and did not understand that they were the names for objects.





d One day, Annie took Helen to the water pump. As she pumped the water over Helen's hand, Annie spelled out the word w-a-t-e-r in the girl's free hand. Suddenly, Helen realised that the liquid coming from the pump had a name - water. Now she understood that there were names for everything. She was very excited and wanted to learn the name of everything she touched. She also asked for Annie's name. Annie spelled the name 'teacher' on Helen's hand. Helen learned thirty words by the end of that day and she never stopped learning. Helen's progress was amazing. Very soon, Annie was teaching Helen to read with Braille and to write with both ordinary and Braille typewriters.



e When Helen was 8 years old, she left her home with Annie to go to the Perkins School for the Blind in Boston. She learned quickly and had an excellent memory for details. Because of her ability to learn and remember so quickly, she was called the 'miracle child' by some people.



f At the end of school, Helen decided she wanted to go to college. She was quite famous and many colleges wanted her to attend. She chose the one college in America that did not want her - Radcliffe College. They thought she couldn't compete with students who could see and hear. This made Helen determined to go to Radcliffe College. She passed her entry exams and then, with Annie Sullivan as a translator, attended regular classes. She successfully completed her studies and graduated in 1904.

g While Helen was at college, she wrote a book called 'The Story of My Life'. Later on, she wrote two more books about her life. Helen became very famous and spent much of her life travelling the world giving lectures and telling people how they could help the blind and deaf.





h As she got older, Helen stopped travelling and spent more time in the USA helping to raise money for deaf and blind people. She was often seen walking in the garden talking to herself with her fingers. She died on 1 June 1968.

A B C D E F G H I J K L M

1 Read and answer.

Read this e-mail and answer the questions.



To: ahmed@ikc.com
From: david@ikc.com
Subject: I'm a scout!

Dear Ahmed,

Hello again! How are you? I'm fine. I'm really excited as I have just joined the scouts. Are you a scout yet?

In scouts, we're learning about different ways of communicating. I'm really enjoying it. This week, we looked at different ways of communicating in codes. Today we had fun because we learned about sending messages in semaphore. Do you know what semaphore is? I didn't, but now I know that it's a way of sending messages using two flags to someone standing a long way from you.

Do you know any codes? If you do, send me a message in code.

Bye for now!

David

1. Who is the e-mail from?

____

2. Who is the e-mail to?

____

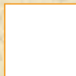
3. What code did David learn in scouts?

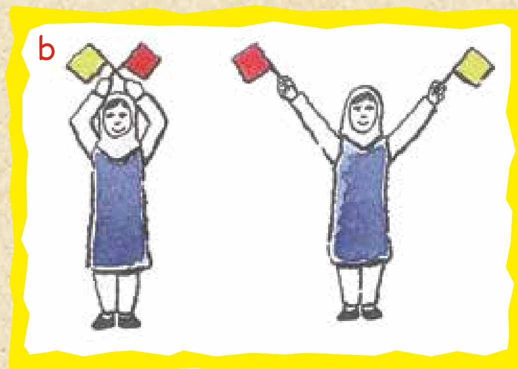
____

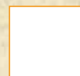
2 Listen and number.

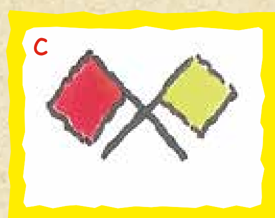
Listen to the information about semaphore and number the pictures.

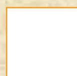


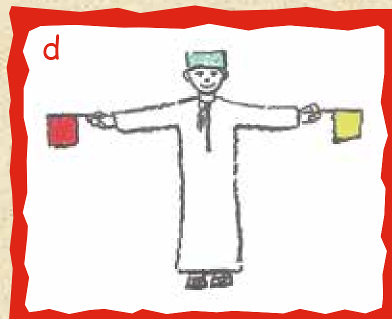


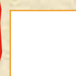












3 Make semaphore flags.

Remove cut-out page D from page 69 at the back of this book. Read the instructions below and make two semaphore flags.






1. Cut the page in half along the dotted line.
2. Put glue on the flag.
3. Put the pencil on the flag.
4. Roll the pencil and flag together.





5. Roll the pencil until you reach the line.
6. Make a red flag and a yellow flag.

If you have some sticky tape, put it over the pencil before you glue the flag.

4 Read and do.

Can you read this message?



_______ _______ _______ _______ _______

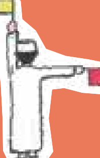
Can you send these messages to your friend?

Help!

English is fun.

What is your name?


N

O

P

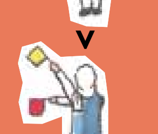
Q

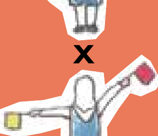
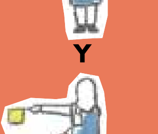
R

S

T

U

V

W

X

Y

Z

UNIT 3

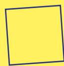
Fitness fun!

1 Read and find.

Read this leaflet about exercise. Can you find pictures to show someone who is supple, strong or has lots of stamina? Write the number in the box next to each heading.

WHY EXERCISE?

People who are fit live longer, healthier lives than people who are not fit. To be fit is to be supple, strong and have lots of stamina!



SUPPLE

If you can bend, stretch, twist and turn easily then you are supple. If you are supple, you will keep active and be able to move all your life.



1



STRONG

If you can pull, push and lift objects easily then you are strong. To do this, you need strong arms, legs, shoulders, back and tummy.



2



STAMINA

If you can do hard physical work and not get tired then you have stamina. The best activities for stamina are ones where you have to keep moving for 20 minutes or more, until you are a little out of breath.

3



2 Read and answer.

1. How long should you exercise to improve your stamina? ______________________
2. What can you do if you are supple?

   ____
3. What do you need if you want to pull, push and lift objects easily?

   ____



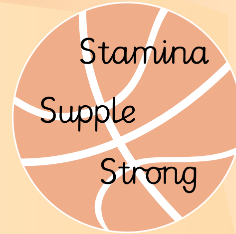
1 Read and label.

Look at this information about exercise. Choose a word from the basketball to label each sentence with.







1 ______________
Exercise makes your heart and lungs stronger, so you won't get out of breath.

2 ______________
Exercise makes your muscles stronger, so you won't get tired when you play and work.

3 ______________
Exercise helps you move more easily, so you won't feel stiff or sore.

2 Read, think and match.

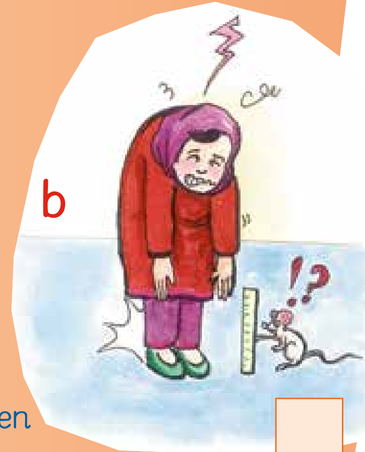
Look at these statements below. Match each statement to a picture.

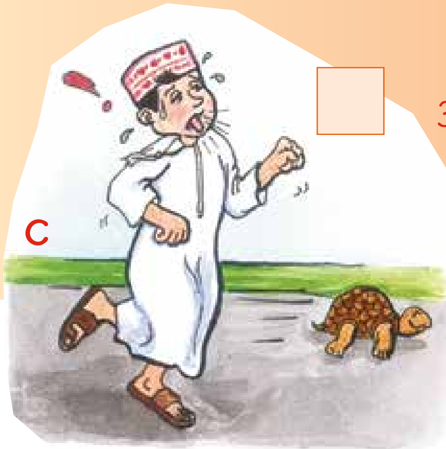
Are you fit?

a


1. If you can't touch your toes easily, you are too stiff – you are not supple. ☐

2. If you get out of breath when you run for more than 2 minutes, you do not have stamina.

b

☐

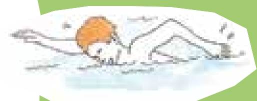
c

☐

3. If your legs hurt when you climb stairs, you are not strong enough.









1 Read, listen and do.



Your heart is a muscle that pumps blood all around your body in regular beats. Each pump of your heart is called a heartbeat or **pulse**.

Did you know that your heart beats about 100,000 times a day? That's about 60 times a minute.



Follow these instructions and do this experiment.

Find your pulse on your neck or on the inside of your wrist.

Count your pulse for 30 seconds. Write the number here. ☐







Now jump up and down for 30 seconds.

Count your pulse again. Write the number here. ☐

What happens to your pulse after you have exercised?

1 Measure how fit you are.

How fit are you?

Remember that to be fit is to be supple, strong and have lots of stamina.

In this lesson, you are going to measure each of these things and record the information on cut-out page 77 at the back of your Skills Book.



1. Measure your pulse.

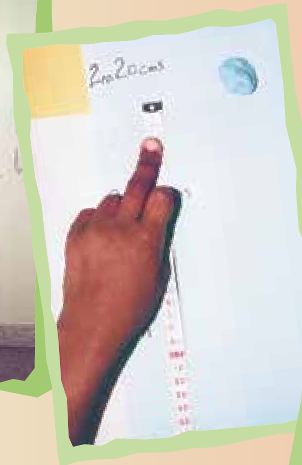
Look at page 28 of your Skills Book. Follow the instructions to measure and record your pulse rate.

2. Measure your strength.



Look at these children. They are trying to measure how high they can jump from standing. Jumping from a standing position tells you how strong you are.

Work in your groups to measure how high you and your friends can jump from a standing position. Then record this information on cut-out page 77 at the back of your Skills Book.







3. Measure your suppleness.

How supple are you? Can you bend and move easily? Try this exercise.



Keep your legs straight and slowly bend forwards from the waist.
Reach as far as possible. Can you touch your knees? your ankles? the floor?

Record your answer on cut-out page 77 at the back of your Skills Book.

1 Read and answer.

Maha has decided that she would like to start doing some exercises to help her keep fit and healthy. She wrote to her friend Suzy for some help. Read Suzy's e-mail and attachment and answer these questions.

1. What should you do before you start to exercise?
2. What should you do after you exercise?
3. How often should you exercise?

To: maha@ikc.com
From: suzy@ikc.com
Subject: Keeping fit!
Attachments: Exercises.doc



Dear Maha,

I asked my sister Paula, who is a fitness instructor, to give me some information about exercises. I have sent the information she gave to me as an attachment.

I hope it's helpful. Have fun with your exercises!

Love

Suzy

Exercises.doc

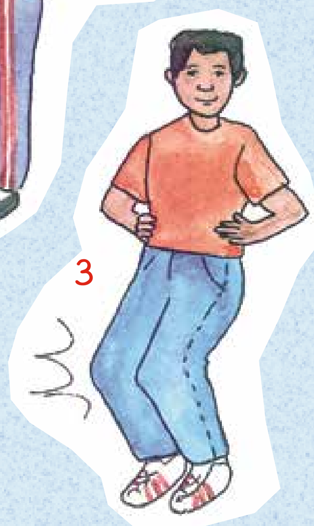
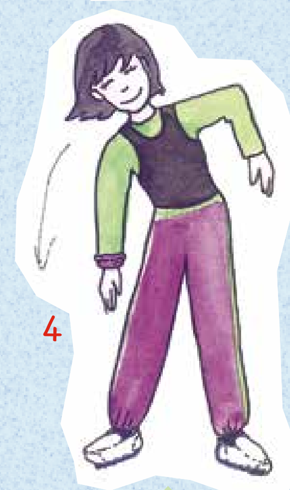
To keep fit and healthy, you need to do about 20–30 minutes of exercise 3 times a week.

It is important to warm up before you exercise. This gets the body ready for exercise. If you don't warm up, you might hurt yourself. Your muscles stretch more easily if they are warm. Walking on the spot, side stretches, arm circles and knee bends are all good exercises to warm up. When you do these warm up exercises, you will begin to feel a little warmer and you will breathe a little faster too.

It is also important to cool down after you exercise. You should slow down and stretch so that your muscles don't become stiff and sore. Walking on the spot, side stretches, arm circles and knee bends are also good exercises to cool down. After you have finished exercising, you should put warm clothes on.

1

2

3

4


2 Read and answer.

Look at the pictures next to the e-mail attachment. Match each picture to these exercises:

☐ side stretches ☐ arm circles

☐ knee bends ☐ walking on the spot

Make a list of all the sports and fitness activities that you and your friends do.

www.oman-edu.com موقع مدونة سلطنة عمان التعليمية

1 Think and complete.

Look at these instructions. Use the words in the the exercise mat to help you complete the instructions.

right

forwards

together

Sit down.



1. Stand up.



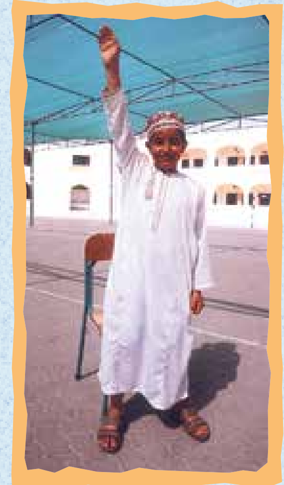
2. ______________



3. ______________



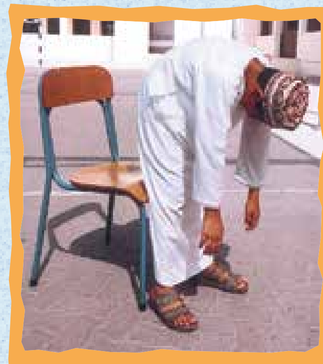
4. Stand with your feet apart.



5. ______________



6. Raise your left arm.



7. ______________



8. Bend backwards.

2 Listen and do.



You will hear some of these instructions on the tape. Listen carefully and follow the instructions.

www.oman-edu.com موقع مدونة سلطنة عمان التعليمية

1 Listen and match.

Listen to these instructions for 5 different exercises and look at the photographs below. Listen carefully and number the photographs as you hear the exercise described on the tape.



a



b



c



d



e



2 Listen and do.



Listen to these exercises again.
Follow the instructions on the tape.

1 Read and complete.

Read these instructions for the exercises on page 28 of your Classbook. Some of the words are missing. Complete the instructions using the words in the goal posts to help you.

1 Stand with your feet about 50 cm apart. Stretch your __arms__ out to the sides. Raise your right arm above your ________. Bend to the left gently and touch your left ________ with your left arm. Hold this position for 5 seconds. Repeat this action 5 times on each side.

2 ________ with your feet about 50 cm apart. Now ________ slowly forwards as far as you can. Don't bend your knees. Hold this position for 5 seconds. Repeat this action 5 times.

3 Stand with your feet about 50 cm apart. Put your hands on your ________ . Slowly raise your right ________ as high as you can. Don't bend to the side. Hold this position for 5 seconds. Repeat this action 5 times for each leg.

4 Stand with your ________ about 50 cm apart. Bend your head slowly to the right. Keep your ________ still. Then bend your head slowly to the left. Keep your shoulders relaxed. Then bend your head forwards. Repeat this 5 times.

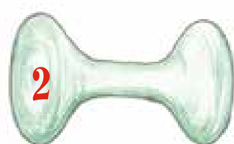
5 ________ on the floor. Stretch your legs out straight and put your feet together. Put your ________ on the floor at your side. Pull your ________ in. Don't bend backwards. Slowly bend your knees and pull your feet towards your ________. Hold this position for 2 seconds and then gently push your knees towards the ground. Repeat this 5 times.

- shoulders ☐
- leg ☐
- hips ☐
- ~~arms~~ ☐
- bend ☐
- Stand ☐
- body ☐
- Sit ☐
- feet ☐
- stomach ☐
- hands ☐
- knee ☐
- head ☐

2 Read, match and do.

Look at the instructions again. Match the instructions above with the photographs on page 28 of your Classbook.







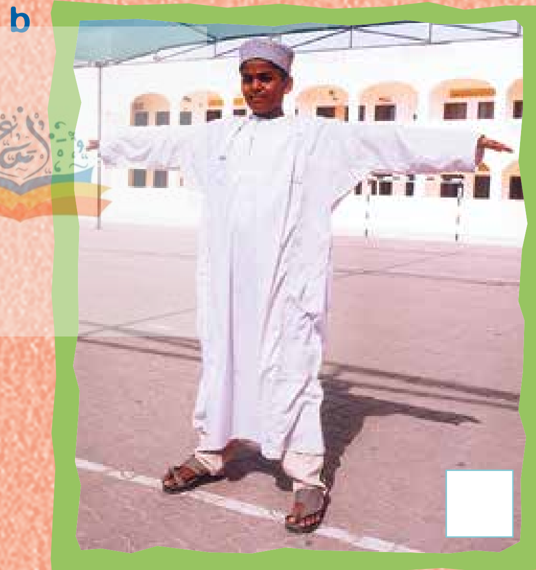




1 Listen and number.

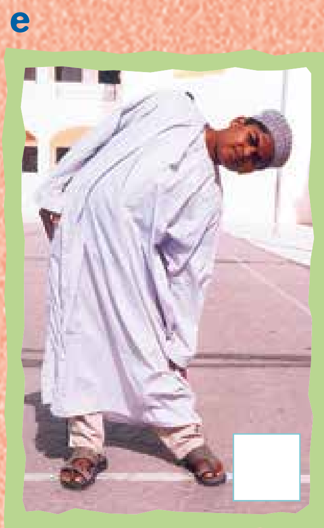
Look at the photographs below. They show children following an exercise routine from a keep fit programme on the radio. Unfortunately, the photographs are in the wrong order. Listen to the instructions and number the photographs in the correct order.

a


b


c


d


e


f


g


h


2 Listen and do.

Listen to the radio programme again. This time, follow the instructions and do the exercises yourself.

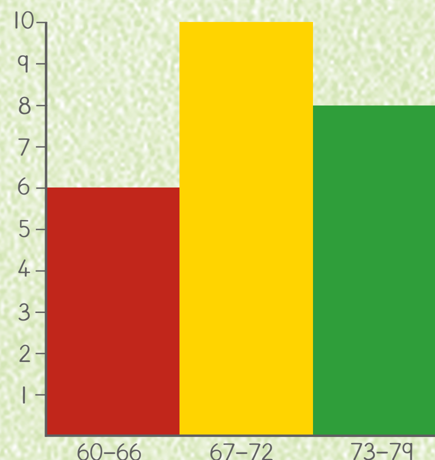
1 Chart your class results.

Use the information from your record sheet to find out about the pulse rates of the rest of your class.

Work in your groups.
Organise your resting pulse rate into these 3 groups:

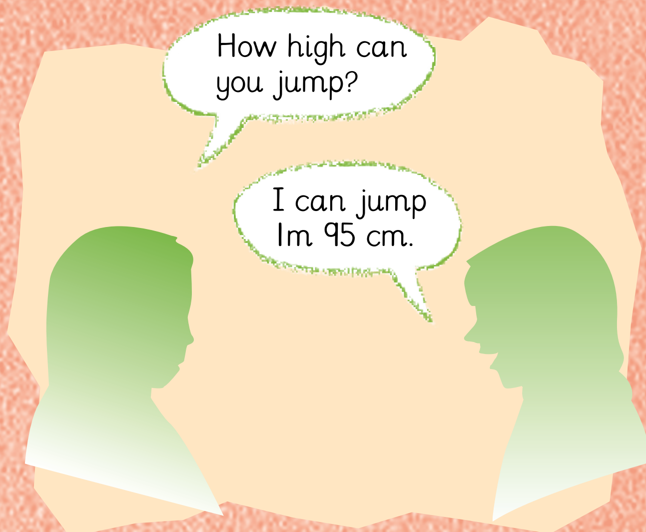
Resting pulse rates	Number of children
from 60–66	1
from 67–72	3
from 73–79	2

With your teacher, order the results for the class starting from the lowest pulse rate to the highest. Draw a bar graph to show the results.



2 Compare your results.

Work in your groups.
Find out who can jump the highest.



________ can jump the highest in our group.

________ can jump ____ m ____ cm.

With the help of your teacher, find out who can jump the highest in your class.

________ can jump the highest in our class.

________ can jump ____ m ____ cm.

3 Remember.



Keep your Fitness record in your portfolio. Remember to try and do some exercise every day.

UNIT 4

Survival!

1 Read, think and answer.

Do you remember in Unit 1, Ahmed told you that his friend David visited him in Oman? Look at this e-mail from David to a friend about his holiday and answer these questions:

1. Where is David today?
2. Where was David last week?
3. Why did they go to the desert?







To: ben@ikc.com
From: david@ikc.com
Subject: My holiday
Attachments: Oman.jpg



Dear Ben,

I arrived back in Australia today. I left Oman 2 days ago – it took a long time to travel home! I went to Oman to visit Ahmed. It was great! I stayed in Oman for 2 weeks and did lots of exciting things.

On my first day, we went on a boat trip to see the dolphins. I took lots of photographs. The next day we visited Jibreen Fort in the morning – it was fantastic! In the afternoon we went shopping and I bought some postcards. The day after that, we drove up Jebel Akhdhar. It was amazing. We saw a helicopter taking food and materials to the villages at the top of the mountain.

The most exciting part of my holiday started the next day. Ahmed's brother Ali said he would take us into the desert to look for oryx. We had a real adventure. To find out what happened, read my story 'Ahmed and David's Amazing Adventure'.

I really loved Oman. I want to go back again some day.

Hope you are OK.

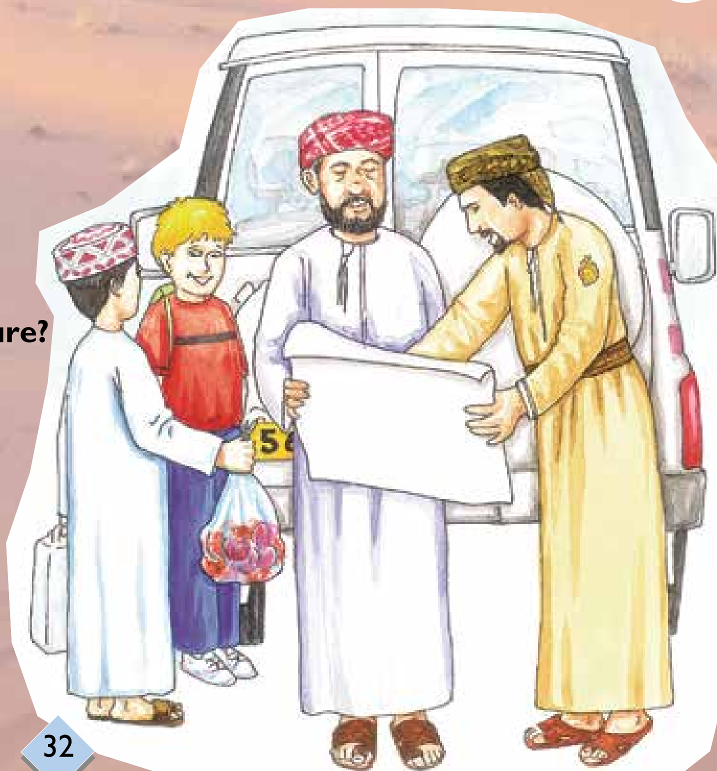
David

2 Read and answer.

Do you remember in Unit 1, Ahmed told you that he and his friend David had a great adventure?

Read the story of Ahmed and David's Amazing Adventure and answer these questions:

1. Where did they go?
2. What happened?
3. How did they make water?
4. How did they signal for help?



Ahmed and David's Amazing Adventure

David was very excited. He and Ahmed and Ahmed's brother Ali were going on a trip to the desert to look for oryx. Ali worked for an organisation called *Save the Oryx*. He often went into the desert to see how many oryx there were and to check if there were any problems with them. Before they left home, Ali gave his dad a map. The map showed where they were going. He told his dad they would be home in 3 days' time. Ali and the two boys got into the car and started their journey.



They drove out of the town and after a few hours reached the desert. They started driving up and down the sand dunes. David began to feel very sleepy. He was very tired after the long flight from Australia …



Suddenly, David woke up. Everything was upside down. His hair and clothes were wet. He heard Ali asking, 'David, are you OK? Can you climb out?'

He saw Ali, who was upside down outside the car. 'How strange,' he thought. He looked again - Ahmed was upside down too.

David undid his seat belt and climbed through the window. He fell into the soft sand. It was very hot.

'What happened?' David asked.

'We had an accident while you were sleeping,' explained Ali. 'I was driving across a sand dune, when suddenly we had a puncture and the car rolled over.'



'Is everybody OK?' asked Ali. David and Ahmed nodded. David wiped his face with his wet t-shirt. They sat in silence. They were all very scared. They were in the middle of the desert and their car was upside down.



After a while, Ali said, 'Well, there's no need to panic. At least we've got 50 litres of … .' He stopped talking. They looked at David's wet t-shirt and his wet hair. David jumped up and looked inside the car. 'Oh no!' he cried. 'The water containers have broken!'

They checked the water containers and found that there was a little water left in each one. They drank some of the water and saved the rest for later.

'I'm hungry,' said Ahmed. Ali suggested that Ahmed and David should look for the food from the car while he put up the tent. Then, they sat inside the tent and ate some of the food. They talked about what they should do next.

'Maybe one of us should go and look for help,' suggested David.

'No!' said Ali. 'It's very hot and you'll need to drink lots of water if you walk now. We should rest here until someone rescues us. Dad will send someone to look for us. It's really important that we stay together by the car.'

'Can we survive for 3 days without water?' asked David. 'I hope so!' Ali said.





The sun was very hot. Ali told the boys to stay in the tent and rest. He had an idea. He went to the car and found some empty plastic bags. He pulled some little green plants out of the sand and put them inside the plastic bags. He blew some air into the bags, tied them tightly and left them in the sun.

Later the sun went down and the moon came up. Soon, the sky was full of stars. They were all hungry, so they ate a little more food. Then they drank a few sips of the water that was left in the containers.

'I wish we had more water!' said Ahmed. Ali went to the plastic bags. He opened them carefully and took out the little plants. Then he poured some water out of each bag into the cups.

'Wow!' said David. 'How did you do that?' Ali smiled and told them how he did it. They drank the water. It tasted wonderful.

Suddenly Ali pointed to the sky and shouted, 'Look! An aeroplane!'

'Great!' said David. 'Let's try using the Morse code.' He quickly took out his torch and signalled SOS to the aeroplane, but the aeroplane didn't see them and flew away.

'Let's take turns to stay awake tonight,' said Ali. 'Then, if an aeroplane flies over, we can try and signal them again.'

The boys fell asleep and Ali stayed awake looking out for aeroplanes in the sky.

When Ahmed and David woke up, the sun was rising.





Suddenly, Ali saw something moving in the sand a few metres away. There was just enough light in the sky to see ... an oryx! It was standing right in front of them! David was very excited and wanted to take a photograph of the oryx. He quietly picked up his camera and took a photograph. Click! Flash! The oryx turned around and quickly ran away.

Soon, the sun was high in the sky and it was very hot again. The boys collected more plants and put them in the plastic bags. It got hotter and hotter. They drank all the water from the plastic bags but they were still thirsty.

They tried to go to sleep again to save their energy. Suddenly, they heard a noise. They ran out of the tent and looked up. It was a helicopter! They jumped up and down and waved but the helicopter didn't see them.

'What shall we do?' cried Ahmed.
'We need a mirror,' shouted Ali.

Ahmed looked around and saw the mirror from the side of the car in the sand. He quickly picked it up. Then he held the mirror so that the sunlight reflected off it and flashed towards the helicopter.



They all watched the helicopter. Had it seen their signal? Ahmed flashed the mirror towards the helicopter again. Slowly, it turned in a big circle and flew back towards them. The boys jumped up and down excitedly.

'We're saved! Hooray!' they shouted.



1 Listen and find.

Listen to this radio programme. You will hear people talking about the things that you need to take on a trip to the desert to make sure you are safe. Listen carefully and tick the things you hear described.



2 Read and match.

Look at the pictures above. Match each picture to one of these words.

☐ an anchor	☐ a hammer and some nails	☐ a mirror	☐ some string
☐ an axe	☐ a knife	☐ a plastic sheet	☐ a telescope
☐ some candles	☐ a ladder	☐ some rope	☐ a tent
☐ a compass	☐ a magnifying glass	☐ some safety pins	☐ a torch
☐ a fishing rod	☐ some matches	☐ scissors	☐ a water container
		☐ a spade	☐ some wire

3 Listen and talk.

Listen to these children making suggestions for the things they need to take on a trip to the desert.

We should take a compass.

We should take some water.

Now work with a partner and take it in turns to make suggestions about the things you should take on a trip to the desert. Find the picture of the things that your partner suggests.

1 Listen and match.

Do you remember the story of Robinson Crusoe? What things did he use to help him survive on the island?

Imagine that you are on a ship that is sinking. You have enough time to take some things from the ship to the island. What things would you take?

Listen to these people deciding what to take. Match each suggestion to a reply.

1 We should take a box of matches.

2 We should take a spade.

3 We should take a knife.

a That's a good idea. ☐

b I don't agree. ☐

c I'm not sure. ☐

2 Read and match.

Look at these suggestions. Match each suggestion to a reason.

Suggestion

a. We should take a box of matches. ☐

b. We should take a fishing rod. ☐

c. We should take a hammer and nails. ☐

d. We should take an axe. ☐

e. We should take a torch. ☐

Why?

Reason

1. Because we could see in the dark.
2. Because we could cut wood to make a fire.
3. Because we could catch some fish to eat.
4. Because we could light a fire.
5. Because we could build a shelter.

Look at the story on pages 33–35. Make two lists of all the past tense verbs – one list of regular verbs and one list of irregular verbs.

1 Read, think and discuss.

Imagine that you are shipwrecked with 20 other people of all ages. You are on a desert island. You will not be rescued for a long time.

In your groups, discuss what you should do to survive. Look at the ideas on page 39 and decide:

1. which things you should do in the first few days
2. which things you should do later – after a few weeks
3. which things you should do a lot later – after a few months

2 Organise your ideas.

When you have decided in your groups which of these things you should do first, and then later, and then a lot later, write them in the spaces below.

Do you have any other ideas about what you should do to survive? Write them in the empty islands at the bottom of page 39 and then add them to the list below.

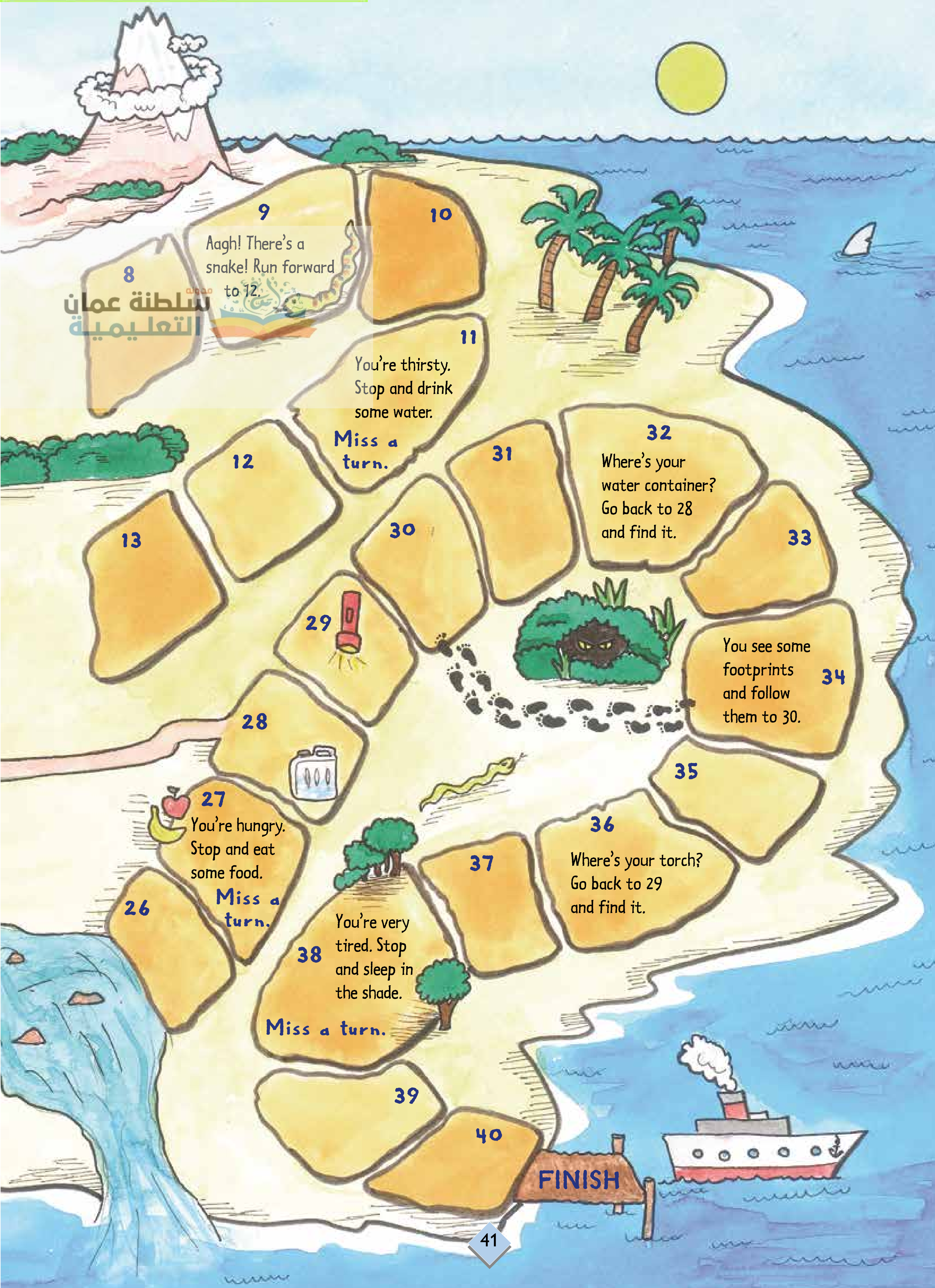
First	Later	A lot later


Find or make shelters.
Collect wood to make a fire.
Choose leaders.
Make boats for fishing.
Explore the island.
Find fresh water.
Ask if there is a doctor or a nurse.
Look for animals that give milk and eggs.
Find food.
Agree who is to do which jobs.
Find out what skills people have.
Stay together in one place.
Check for dangerous animals.
Agree rules.

1 Play the island survival game.

Can you find your way to the rescue ship?
Follow the instructions and find your way home.





9
Aagh! There's a snake! Run forward to 12.
8
10
11
You're thirsty. Stop and drink some water.
Miss a turn.
12
13
30
31
32
Where's your water container? Go back to 28 and find it.
33
29
34
You see some footprints and follow them to 30.
28
35
27
You're hungry. Stop and eat some food.
Miss a turn.
36
Where's your torch? Go back to 29 and find it.
37
26
38
You're very tired. Stop and sleep in the shade.
Miss a turn.
39
40
FINISH

UNIT 5

The world of work

1 Look and think.

Ahmed and Maha are dreaming about what they want to be when they grow up. Can you guess what they want to be?

2 Read, listen and check.



Listen to these children asking and answering questions about what Ahmed and Maha want to do when they grow up. Check your ideas.

What does Ahmed want to be?
What does Maha want to be?

What do you want to be?

1 Look, listen and match.

Look at these pictures of people at work. Now read the dialogues underneath the pictures. Match each dialogue to a picture.

a



b



c



d



What does she do?
1 She's a doctor.

What does he do?
2 He's an engineer.

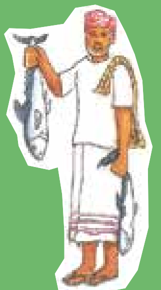
What does he do?
3 He's a policeman.

What does she do?
4 She's a Head Teacher.













2 Listen and check.



Listen to these children asking and answering questions about the people in the photographs. Check that you have matched the pictures correctly.

1 Read and match.

Maha is doing a project about jobs. She has asked friends in the IKC to write to her to tell her about the jobs that members of their families do. Read what they wrote in the e-mails and match them to the pictures.

a



To: maha@ikc.com
From: suzy@ikc.com
Subject: My sister's job



Dear Maha,

This is my sister Paula. She's a fitness instructor. She works in a gym with lots of other people. She works from 4 o'clock in the afternoon until 10 o'clock at night. Paula teaches people to do exercises in time to music. This is called aerobics. She usually teaches classes of 20 to 30 students. Paula likes her job because she loves keeping fit and helping others to keep fit too!

I want to go to Paula's classes but she says I'm too young!

Bye!

Suzy

1

To: maha@ikc.com
From: david@ikc.com
Subject: My cousin's job



Dear Maha,

My cousin James is an artist. He works in an office with three other artists. He starts work at 8.45 and usually finishes at 5.15. In his job, James draws cartoons for films. He has to read the story and draw pictures to show what is happening. First, James draws some ideas for pictures on paper and then he draws his final pictures on a computer. He loves his job because he likes drawing and using the computer.

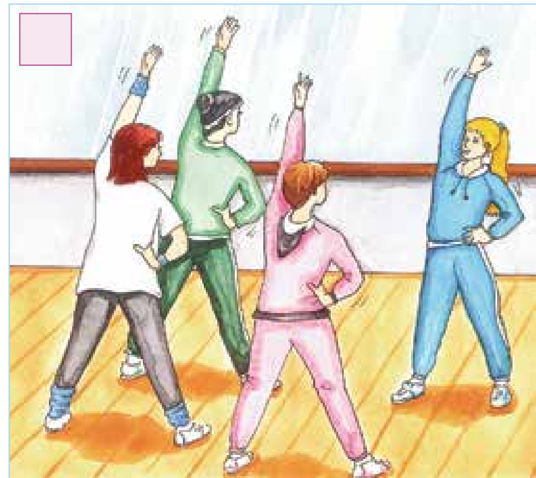
In the summer, James has promised to show me how to draw cartoons on the computer!

Hope this helps you with your project.

David

2

b



2 Ask and answer.

1

What does Toshi's dad do?

He's a pilot.

2

Where does Paula work?

She works in a gym.



To: maha@ikc.com
From: maria@ikc.com
Subject: My aunt's job

Dear Maha,

This is my Aunt Kate. She's an astronaut. Last year, she flew in the space shuttle and did some experiments in space. When she went out of the shuttle into space, she wore a special space suit. The space suit has oxygen so that astronauts can breathe because there's no air in space. When she's on Earth, she usually works in a science laboratory doing experiments about travelling in space. Her job is very exciting and very dangerous! She loves her job because she loves exploring space.

When she was in space she took some photographs of Earth for me – they're fantastic!

Write again soon!

Maria

3

c





To: maha@ikc.com
From: toshi@ikc.com
Subject: My dad's job

Dear Maha,

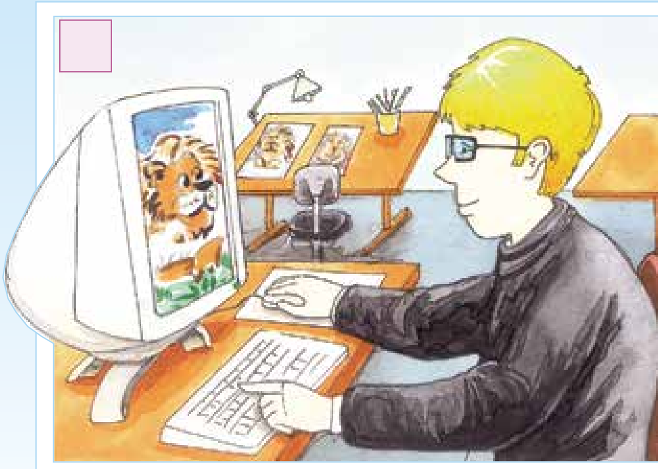
My dad is a pilot. He flies all over the world. He usually only works for 4 days and then he has 3 days free. He uses the aeroplane computers a lot in his job. They tell him if the aeroplane is safe before he starts a flight and then tell him if there are any problems while he is flying the aeroplane. They also tell him how high and how fast he is flying. He likes his job because he likes flying aeroplanes and he likes travelling.

I like flying too! I want to be a pilot like my dad.

Toshi

4

d



What time does James start work?

At 8.45.

What time does James finish work?

At 5.15.

3

Does Kate like her job?

Yes, she does.

Why?

Because she loves exploring space.

4

1 Think and match.

It is very important when you think about the kind of job you might want to do to think about the activities you like doing. Look at the pictures below. They show some activities that people do in different kinds of jobs. Do you like doing any of them?

Match each activity to a picture.

1. drawing pictures
2. working with numbers
3. doing sports and exercise
4. working with tools and machines
5. playing music
6. meeting new people



2 Listen and complete.

Listen to these 2 children talking about the activities they like and don't like doing. Complete the chart. Put a tick ✓ for the things they like doing and a cross ✗ for the things they don't like doing.

	Ben		Maria	
	Yes	No	Yes	No
drawing pictures				
working with numbers				
doing sports and exercise				
working with tools and machines				
playing music				
meeting new people				

3 Ask and answer.

Does Maria like working with numbers?

Yes, she does.

Does Ben like working with numbers?

No, he doesn't.

1 Listen and check.

Look at these children from the IKC. They are interviewing members of their family about their jobs. Listen and decide what question each person is answering. Tick ✓ the correct question.



1. Suzy interviewed her sister.

- ☐ a. Where do you work?
- ☐ b. What time do you start work?
- ☐ c. Do you like your job?



2. David interviewed his cousin.

- ☐ a. What do you do in your job?
- ☐ b. What time do you start work?
- ☐ c. Where do you work?



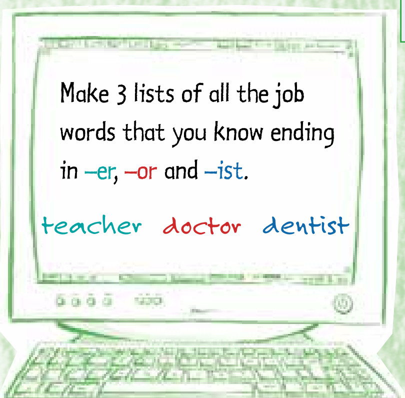
3. Toshi interviewed his dad.

- ☐ a. What time do you finish work?
- ☐ b. Do you like your job?
- ☐ c. What do you do in your job?



4. Maria interviewed her aunt.

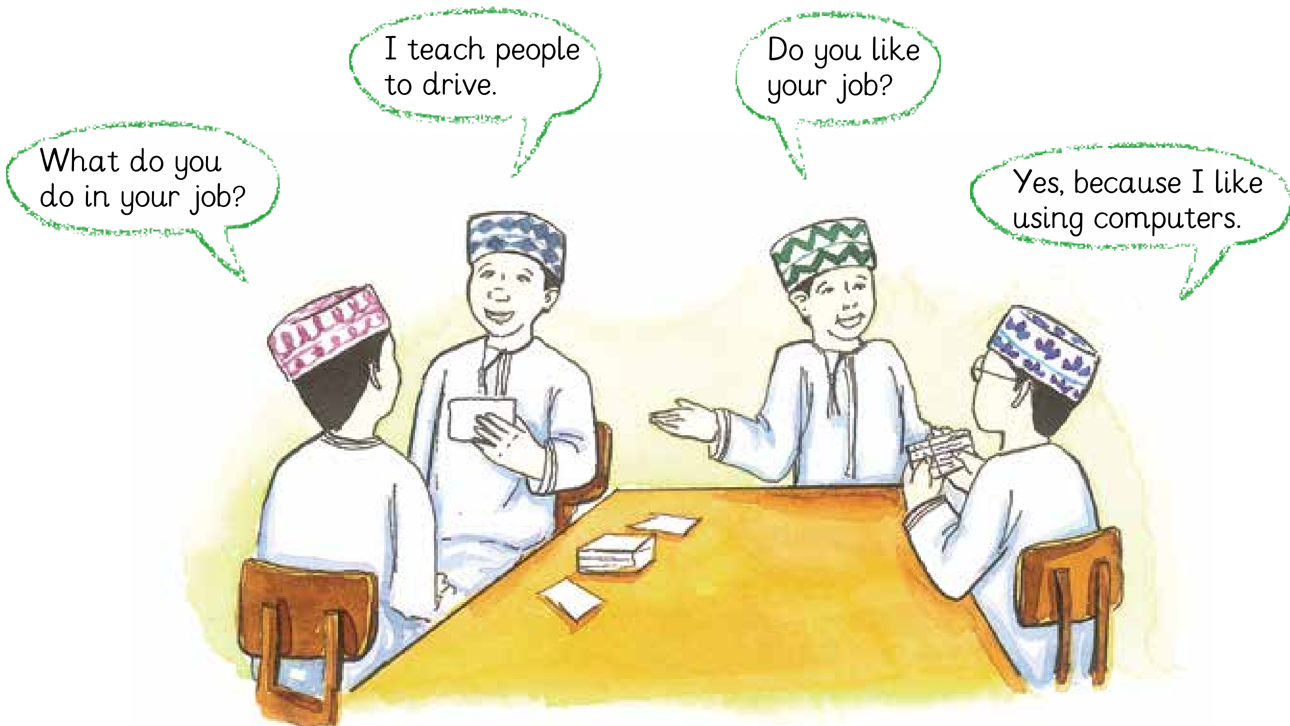
- ☐ a. What do you do in your job?
- ☐ b. Do you like your job?
- ☐ c. What time do you start work?



1 Do a role play.

Put the role cards face down in the middle of your desks. Everyone pick up a role card. In pairs in your group, interview each other to find out what your jobs are.





2 Do a project.

Think of someone you would like to interview about their job.
Think about the questions you would like to ask them.
Talk about the questions you want to ask with your friends.

When you have decided on your questions, write them on cut-out page 75 at the back of your Skills Book.

1 Look and guess.

Maha interviewed her Uncle Hamad for her project.
Look at the photographs. Can you guess what his job is?

Oman News Sport

Tuesday 26 March, 2002 / 12 Muharram, 1423 AH

Seeb, Al Nasr triumph







Look at the photographs again. What do you think Hamad talked about in the interview?

2 Listen and write.

Listen to Maha's interview with her uncle. Fill in the missing information.
Use some of the words in the box to help you.

1. Hamad is a ______________ .
2. He works in a big ______________ in Muscat.
3. He starts work at ______________ .
4. He usually finishes at ______________ .
5. He writes about ______________ .
6. He likes his job because ______________ and he travels and meets new people.

8 o'clock	dentist
office	school
6 o'clock	science
journalist	4 o'clock
7 o'clock	sports
writing	he loves sports

1 Read and think.

Look at Maha's report about her uncle's job.

My Uncle Hamad

My Uncle Hamad is a journalist. He writes about sports for a newspaper. He works in a big office. He usually starts work at 8 o'clock and finishes work at about 4 o'clock.





2 Uncle Hamad writes about sports. He often goes to football matches and other sports events. He also interviews people who take part in different sports. Last year, Uncle Hamad went to the Grand Camel Race in Dubai. It was very exciting and he really enjoyed it.

3 Sometimes Uncle Hamad uses a tape recorder to interview people, but usually he just takes notes. When he watches football matches, he writes notes and then writes his article later on his computer.



4 Uncle Hamad likes his job very much because he loves all sports and because he gets to travel and meet new people. He hopes to keep writing about sports for many years.

1 Find a job.

Look at the career cards below. Read the activities and tick ✓ the things you like doing.

If you tick 3 or more of the activities on one of the cards, you might want to choose one of the jobs on that card. Circle the jobs you might want to do.



Do you like ... ?
- ☐ helping other people
- ☐ working with other people
- ☐ studying and reading a lot
- ☐ solving problems
- ☐ understanding other people's problems

You might want to be:
a doctor, a teacher, a policeman, a nurse

Do you like ... ?
- ☐ drawing
- ☐ working with your hands
- ☐ working with tools
- ☐ working with numbers
- ☐ creating things

You might want to be:
an artist, a photographer, an architect, a carpenter



Do you like ... ?
- ☐ working with numbers
- ☐ using computers
- ☐ solving problems
- ☐ working carefully without making mistakes
- ☐ working in a group and by yourself

You might want to be:
a scientist, an accountant, an engineer, a computer technician

Do you like ... ?
- ☐ playing sports and doing exercise
- ☐ working outside
- ☐ working with your hands and body
- ☐ helping others

You might want to be:
a fitness instructor, a builder, a fireman, a physiotherapist

Word Store

Regular verbs



PRESENT	PAST
arrive	arrived
ask	asked
bounce	bounced
carry	carried
check	checked
clap	clapped
climb	climbed
close	closed
collect	collected
colour	coloured
count	counted
cry	cried
dive	dived
explain	explained
flash	flashed
fold	folded
glue	glued
juggle	juggled
jump	jumped
kick	kicked
laugh	laughed
listen	listened
look	looked
nod	nodded
open	opened

Regular verbs

PRESENT	PAST
paint	painted
point	pointed
pour	poured
pray	prayed
pull	pulled
push	pushed
raise	raised
reach	reached
roll	rolled
save	saved
scream	screamed
shout	shouted
show	showed
skate	skated
skip	skipped
stamp	stamped
start	started
stay	stayed
stretch	stretched
stop	stopped
suggest	suggested
talk	talked
taste	tasted
touch	touched
turn	turned
unfold	unfolded
visit	visited
walk	walked
want	wanted
watch	watched
wave	waved
work	worked
yawn	yawned

Irregular verbs

PRESENT	PAST
begin	began
bend	bent
buy	bought
catch	caught
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
find	found
fly	flew
give	gave
go	went
hear	heard
hide	hid
hit	hit
leave	left
make	made
put	put
read	read
ride	rode
run	ran
say	said
see	saw
send	sent
sit	sat



Irregular verbs

PRESENT	PAST
stand	stood
stick	stuck
swim	swam
take	took
tell	told
think	thought
throw	threw
undo	undid
wake up	woke up
write	wrote

BE	BE
am	was
is	was
are	were
HAVE	**HAVE**
has	had
have	had

Adjectives

angry
bored
excited
fat
happy
sad
scared
short
thin
tired

Adverbs

carefully
excitedly
gently
quickly
quietly
slowly
suddenly

Sequencing words

finally
first
last
later
next
then

Talking about language

adjective
adverb
alphabet
answer
apostrophe
capital letter
comma
full stop
irregular
noun
paragraph
past tense
plural
punctuation
question
question mark
regular
sentence
singular
small letter
sound
spelling
verb

Talking about learning

author
check
classroom
cross ✗
definition
dictionary
draft
edit
fiction
game
group
homework
instruction
Learning Resource Centre
non-fiction
pair
plan
portfolio
project
publish
re-draft
re-read
revise
school
tick ✓
title

Topic words

Arts and crafts

JEWELLERY

anklet
bracelet
earrings
necklace
ring



OBJECTS

bowl
cap
doll
khanjar
origami
pot
rug
sand painting
tangram

MATERIALS

clay
cotton
gold
paper
sand
silver
wood
wool

Body parts

ankle
arm
elbow
face
finger
foot (feet)
hand
head
hip
knee
leg
neck
shoulder
stomach
thumb
toe
waist
wrist

Colours

black
blue
brown
green
grey
orange
pink
purple
red
white
yellow

Communication

body language
Braille
code
rock art
semaphore
sign language
symbol
voice



blind
deaf

MORSE CODE

dash
dot
SOS

Family

aunt
brother
cousin
dad
father
mother
mum
sister
uncle

Health and fitness

exercise
heart beat
pulse

stamina
strong
supple

DIRECTIONS OF MOVEMENT

backwards
forwards
left
right
towards

Jobs

accountant
actor
architect
artist
astronaut
baker
builder
carpenter
computer technician
dentist
doctor
driver
driving instructor
electrician
engineer
farmer
film star
fireman
fisherman
fitness instructor
guard
hairdresser
head teacher
housewife
journalist
magician
mechanic
musician
nurse
optician
photographer
physiotherapist

pilot
policeman
rally driver
sailor
scientist
secretary
tailor
taxi driver
teacher
tour guide
vet
waiter



JOB RELATED ACTIVITIES

doing sport and exercise
drawing pictures
meeting new people
playing music
working with numbers
working with tools and machines

Location

THE EARTH

North
South
East
West

Measurements

cm = centimetre
m = metre

l = litre

Patterns

checked
flowery
patterned
spotted
striped
zig zag

Places

beach
desert
fort
island
mountain

Shapes

circle
parallelogram
rectangle
square
triangle

Survival equipment

axe
candle
compass
fishing rod
hammer and nails
knife
ladder
magnifying glass
map
matches
mirror
plastic sheet
rope
safety pin
scissors
spade
string
telescope
tent
torch
water container
wire



Time expressions

o'clock
half past
quarter past
quarter to

DAYS OF THE WEEK

Saturday
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday

today
tomorrow
yesterday

month
week

Transport

aeroplane
boat
car
helicopter

PARTS OF A BOAT

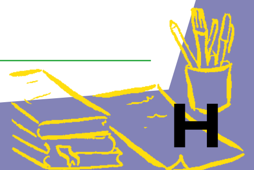
anchor
bridge
cabin
deck
engine room
galley
head











H


مدونه
سلطنة عمان
التعليمية



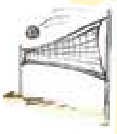
My perfect day

















G


مدونة
سلطنة عمان
التعليمية

My exercise diary

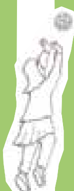






Day	Activity	Time







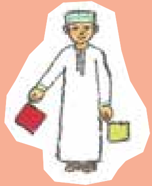
Day	Activity	Time

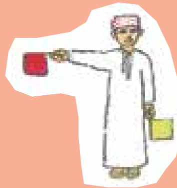


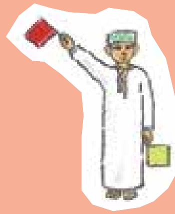
F


مدونة
سلطنة عمان
التعليمية

Semaphore


A


B


C

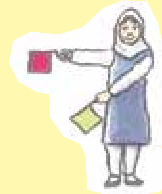

D


E

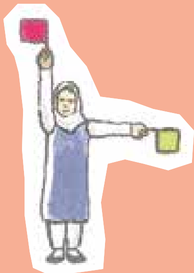


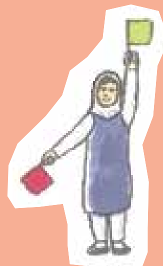
F

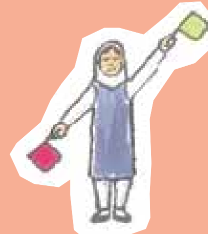

G


H


I

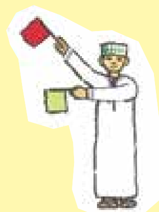

J

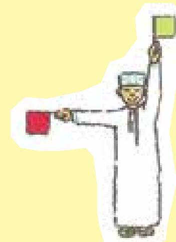

K


L


M


N

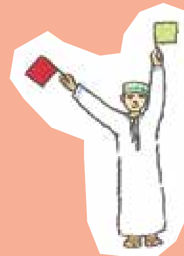

O


P


Q

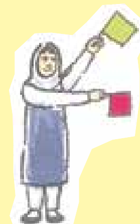

R


S

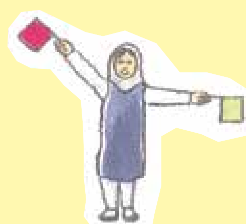

T

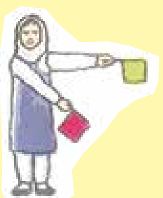

U


V


W


X


Y


Z


مدونه
سلطنة عمان
التعليمية

Glue here



Put pencil or straw here

Glue here

Glue here

Put pencil or straw here

Glue here

D


مدونة
سلطنة عمان
التعليمية









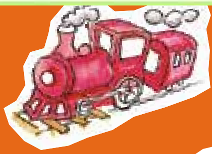

angry		
bored	happy	tired
sad	scared	excited

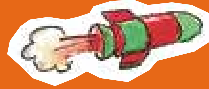

مدونه
سلطنة عمان
التعليمية



B


مدونه
سلطنة عمان
التعليمية







My name poem

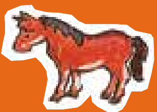




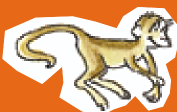
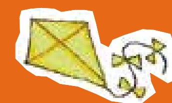











A



Printed by: Mazoon Printing, Publishing & Packaging L.L.C - 24815693


مدونه
سلطنة عمان
التعليمية



الانجليزية لأجلي
كتاب الفصل
للصف السادس الأساسي
(الجزء أ)
EFM CB 6A

رقم الإيداع : ٢٠٠٢/١٤٤م

www.moe.gov.om